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## ABSTRACT

This annotated bibliography lists more than 170 items and is part of a continuing attempt to inform English teachers about recent developments in education. Entries are listed in six categories: bilingual and bidialectical studies; language and verbal learning; literature, humanities, and media; teacher education; testing and evaluation; and written and oral communication. Within each of these categories, items are listed according to subcategories: preschool and elementary, secondary, college and adult, status surveys, and reviews of literature. (KS)

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Annotated Bibliography of Research in the Teaching of English:

January 1, 1977 to June 30, 1977

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ED141833

This bibliography, sponsored by the ERIC Clearinghouse on Reading and Communication Skills, is part of the continuing attempt of ERIC/RCS to cooperate with the National Council of Teachers of English by keeping teachers informed about recent developments in education. Those documents in this bibliography which are identified with an ERIC Document number (e.g., ED 131 936) have been indexed in Resources in Education (RIE) and are available through the ERIC Document Reproduction Service. Please consult the monthly issues of RIE for complete abstracts of these documents and for complete ordering information.

1. Bilingual and Bidialectal Studies

1.1 Preschool and Elementary

- 1.1.1 Bass, B. M. Oral English Language Assessment of First Grade Children in Bilingual Bicultural Education: Emphasis on Phonology and Syntax. Dissertation Abstracts International, 1977, 37, 4090A.

Attempted to develop a reliable instrument that could be used by teachers and staff in Colorado to assist in the assessment of oral English language of first graders in bilingual bicultural education.

- 1.1.2 Genishi, C. S. Rules for Code-Switching in Young Spanish-English Speakers: An Exploratory Study of Language Socialization. Dissertation Abstracts International, 1977, 37, 5656A.

Described rules of code-switching in four six-year-old Spanish-English bilinguals in a school setting and showed that bilingualism in young children is a sociolinguistic competency.

- 1.1.3 Genishi, C., and Chambers, R. Informal Assessment of the Bilingual Child. Language Arts, May 1977, 54, 496-500.

A case study of the tape-recorded talk of a six-year-old boy over a period of several weeks used to demonstrate informal assessment of a bilingual child's language use.

- 1.1.4 Klassen, B. R. Sentence-Combining Exercises As an Aid to Expediting Syntactic Fluency in Learning English As a Second Language. Dissertation Abstracts International, 1977, 37, 6258A.

Tested the effectiveness of an experimental method of teaching English as a second language.

- 1.1.5 Levine, M. A. Dialect Usage As a Factor in Language Performance of Primary Grade School Children. Dissertation Abstracts International, 1977, 37, 6319A (ED 131 936).

Investigated the relationship between dialect usage and the acquisition of developmental morphologic and phonologic forms across both expressive and receptive language modes.

- 1.1.6 Merino, B. J. Language Acquisition in Bilingual Children: Aspects of Syntactic Development in English and Spanish by Chicano Children in Grades K-4. Dissertation Abstracts International, 1977, 37, 6319A.

Attempted to describe significant developmental trends in the acquisition of specific structures of Spanish and English in bilingual Chicano children in kindergarten through fourth grade.

- 1.1.7 Odle, F. N. Reading and Language Achievement of Navajo Indian Pupils. Dissertation Abstracts International, 1977, 37, 5589A.

Concluded that there were differences in reading and language achievement of pupils which favored the bordertown public schools.

- 1.1.8 Parks, L. H. A Comparison of the Effect of Two Strategies on the Learning of Standard Language by Elementary Students. Dissertation Abstracts International, 1977, 37, 7585A.

Attempted to determine which of two teaching strategies, discrimination

usage or usage discrimination, would be more effective at grades two and six in teaching standard language to speakers of nonstandard language.

- 1.1.9 Stever, E. F. Dialectic and Socioeconomic Factors Affecting the Spelling Strategies of Second Grade Students. Dissertation Abstracts International, 1977, 37, 4120A.

Concluded that, since dialect did not interfere with progression through the spelling levels, no special spelling instruction appears to be needed for children whose dialect differs from Standard English.

- 1.1.10 Stewart, P. H. Linguistic Signals to Ethnic Group and Socioeconomic Class among Eighty Ten-Year-Olds in Hattiesburg, Mississippi. Dissertation Abstracts International, 1977, 37, 5796A.

Found four linguistic variables to be related to ethnic group and socioeconomic class.

See also: Conahan, V. H., 2.1.5.

### 1.3 College and Adult

- 1.3.1 Elifson, J. M. Effecting Bidialectal Shift in Speakers on Nonstandard English through a Sequenced Curriculum. Dissertation Abstracts International, 1977, 37, 5091A.

Concludes<sup>d</sup><sub>^</sub> that a scientific analysis of language does foster growth toward more unbiased language attitudes on three dimensions.

- 1.3.2 Gonzales, B. Attitudes and English: A Study of Community College Students. Dissertation Abstracts International, 1977, 37, 6444A.
- Attempted to discover correlations between personal attitudes or motivation and progress in the acquisition of English as a second language by 225 native speakers of Spanish enrolled in the ESL program at Borough of Manhattan Community College.

- 1.3.3 Hendrickson, J. M. The Effects of Error Correction Treatments upon Adequate and Accurate Communication in the Written Compositions of Adult Learners of English as a Second Language. Dissertation Abstracts International, 1977, 37, 7002A.

Provided information on the effects of two types of error correction treatments upon the communicative adequacy and linguistic accuracy in students' written compositions, and information on the major problems that occurred when foreign students wrote in English.

- 1.3.4 Jovkovic, L. Syntactic Development of Yugoslav Students of English. Dissertation Abstracts International, 1977, 37, 6318A.

Measured the syntactic complexity development of students in objective, quantitative terms using an analytical technique already developed for estimating the syntactic growth of first language users.

- 1.3.5 Merrill, C. Chicano Compositions: Interference, Intralanguage, Integration. A paper presented at the annual meeting of the Conference on College Composition and Communication, March 1976, ED 131 501.

A study of 93 freshman compositions written by 48 Chicano students to categorize and explain the morphological and syntactical variations from a norm.

See also: Davidson, D. M., 5.3.1; and Hisama, K. K. W., 5.3.3.

## 1.5 Reviews of Research

- 1.5.1 McNicholas, P. B. Responsive Bilingual-Bicultural Instruction Strategies:

A Prospectus. Childhood Education, November/December 1976, 53, 111-15.

A review of research on the needs of bilingual children and a rationale for training prospective bilingual-bicultural specialists.

See also: Dieterich, D. J., 1.5.2; and Dieterich, D. J., 4.5.3.

## 2. Language and Verbal Learning

### 2.1 Preschool and Elementary

- 2.1.1 Beale, C. W. R. Acquisition of Sentences Containing Relative Clauses in Children's Language. Dissertation Abstracts International, 1977, 37, 5789A.

Attempted to determine when children acquire and use sentences containing relative clauses beginning with the pronoun "that."

- 2.1.2 Beers, J. W., et al. The Logic Behind Children's Spelling. Elementary School Journal, January 1977, 77, 238-42.

Concluded that, regardless of the type of instruction, children use three clearly defined strategies when trying to spell words.

- 2.1.3 Camp, B. W., et al. Verbal Abilities in Young Aggressive Boys. Journal of Educational Psychology. April 1977, 69, 129-35.

Findings supported the interpretation that some deficit in mediational use of verbal ability may be present in aggressive boys.

- 2.1.4 Cohen, E. L. A Case Study of the Implementation of an Integrated Language-Experience Approach in an Elementary School. Dissertation Abstracts International, 1977, 37, 4840A.

Documented the process of change; assessed the children's progress in reading achievement and writing skills; and ascertained the attitudes of children and teachers toward the new program.

- 2.1.5 Conahan, V. H. Enhancing the Self-Concepts of Fifth Graders through Selected Hominological Language Arts Activities. Dissertation Abstracts International, 1977, 37, 5597A.

Hominology is a nondisciplinary and nonspecialized method of studying man which begins with an attempt at self-understanding. The self-concept of Anglo-American fifth graders receiving hominological language arts activities was enhanced, but the self-concept of Mexican American fifth graders receiving the activities was not.

2.1.6 Curtiss, S. R. Genie: A Linguistic Study of a Modern Day "Wild-Child."

Dissertation Abstracts International, 1977, 37, 7113A.

[Psycholinguistic and neurolinguistic research into the language  
[acquisition and development of a young girl whose inhuman childhood  
environment had prevented her from learning language.

2.1.7 Duff, T. S., and Clark, M. L. Listening in the Primary School; Views and

Practices of Australian Teachers. Victoria: Australian Council for  
Educational Research, 1976, ED 132 563.

Based on a questionnaire survey of 883 primary school teachers in the  
six Australian states.

2.1.8 Eberhart, O. M. Y. Elementary Students' Understanding of Certain

Masculine and Neutral Generic Nouns. Dissertation Abstracts International,  
1977, 37, 4113A.

Attempted to measure the extent that 121 Kansas elementary students in  
grades one, three, and six included females within their understanding  
when they read or hear masculine generic nouns.

2.1.9 Elardo, E., et al. A Longitudinal Study of the Relation of Infants' Home

[Environments to Language Development at Age Three. Child Development,  
[June 1977, 48, 595-603,

[Auditory reception, auditory association, visual association, and  
[grammatical closure were most strongly associated with the quality of  
stimulation found in the early environment.

2.1.10 Fitzgerald, J. M. Verbalization Effects in Young Children: Classification

Abilities and the Use of Verbal Labels. Child Development, June 1977,  
48, 604-11.

Tested four- and five-year-old children for Piagetian classification  
skills, use of verbal labels in a short term memory task, and demonstra-  
tion of the effect of verbal pre-training on a successive-discrimination  
memory task.

- 2.1.11 Flora, J. A. Reciprocal and Inversion Reversibility in Language Acquisition and Cognitive Development. Dissertation Abstracts International, 1977, 37, 4227A.

Results confirmed that reciprocal reversibility is demonstrated simultaneously in the active passive transformation, conservation, and seriation.

- 2.1.12 Gatlin, E. L. Children's Understanding of Relational Terms. Dissertation Abstracts International, 1977, 37, 7583A.

Studied the development of children's understanding of the relational terms classified as spacial terms and sought to identify the terms that children produce to express the relationships implied by the relational terms and to identify nonlinguistic strategies children use in early language acquisition.

- 2.1.13 Granowsky, S. A. Oral Language Comprehension of Children in Grades One through Six. Dissertation Abstracts International, 1977, 37, 4185A.

Examined the oral language comprehension skills of elementary school children through the development of a group screening instrument.

- 2.1.14 Graves, D. H. Spelling Texts and Structural Analysis Methods: Research Update. Language Arts, January 1977, 54, 86-90.

Describes Cohen's 1969 evaluation of the structural analysis methods of spelling books in use at the time of his study and presents the findings of a survey of nine spelling books published since 1971 which updates Cohen's study.

- 2.1.15 Hare, V. C. Reflexivization: Continued Examination of the Minimal Distance Principle in English. Dissertation Abstracts International, 1977, 37, 5794A.

Helped answer four of the question<sup>s</sup><sub>A</sub> remaining after syntactic acquisition studies performed by Carol Chomsky and others.

- 2.1.16 Johns, J. C. The Effects of Training, Self-Recording, Public Charting, and Group Contingencies on Manuscript Handwriting Legibility. Dissertation Abstracts International, 1977, 37, 4824A.

Concluded that first grade students were able to measure and reliably self-record correct manuscript letter strokes and that self-recording, and self-recording plus public charting of correct letter strokes, increased the accuracy of letter formations.

- 2.1.17 Lawton, J.<sup>#</sup>T. The Development of Causal and Logical Connectives in Children. British Journal of Educational Psychology, February 1977, 47, 81-4.

Examined 120 children's use of causal and logical connectives before and after treatments based on advance organizers with social studies lessons.

- 2.1.18 Loban, W. Language Development: Kindergarten through Grade Twelve. NCTE Committee on Research Report No. 18. Urbana, Illinois: National Council of Teachers of English, 1976, ED 128 818.

A longitudinal study of the language development of 211 pupils as they progressed from kindergarten through twelfth grade.

- 2.1.19 Muller, D. H. An Investigation of the Precision of Metaphorical Language Interpretation of Students in Grades Four through Seven. Dissertation Abstracts International, 1977, 37, 4197A.

Found significant differences in ability to interpret metaphorical language among fourth, fifth, sixth, and seventh grade students, but no significant differences between sexes.

- 2.1.20 Radis, M. W. An Investigation of the Effects of Imagination Enhancement Materials on the Creative Abilities of Fifth Grade Students. Dissertation Abstracts International, 1977, 37, 4103A.

Imagination enhancement materials did not significantly affect verbal creativity scores, but did significantly affect figural creativity scores, especially fluency which was significant at the .001 level.

- 2.1.21 Rietz, S. A. A Comparison of Certain Structural Characteristics of Language Selections Representing Both Oral and Written Thought and Purpose.

Dissertation Abstracts International, 1977, 37, 4925A.

Postulated a linear-bipolar continuum, one end of which was taken to be the underlying principles of oral language, the other end of which was taken to be the underlying principles of written language.

- 2.1.22 Schwendinger, J. R. A Study of Modality of Inferences and Their Relationship to Spelling Achievement of Sixth Grade Students. Dissertation Abstracts International, 1977, 37, 4847A.

Some positive support for the importance of the modalities of inference as defined by Hill in relation to students' school achievement was confirmed by the data analysis in the investigation.

- 2.1.23 Tannir, D. C. V. An Investigation of the Effect of an Experimental Structure-of-Intellect Symbolic Memory Program on the Spelling Performance of First Grade Students. Dissertation Abstracts International, 1977, 37, 6253A.

Findings indicated that first grade students' symbolic memory skills can be improved by instruction.

- 2.1.24 Taylor, N. E. An Investigation of Children's Awareness of the Acceptability of Selected Grammatical and Semantic Structures and Their Relationship to Reading Achievement. Dissertation Abstracts International, 1977, 37, 4190A.

Investigated the ability of young school children to make linguistic judgments about the acceptability of sentences when some of them had been disrupted along semantic and grammatical lines.

- 2.1.25 Templeton, W. S. An Awareness of Certain Aspects of Derivational Morphology in Phonology and Orthography among Sixth, Eighth, and Tenth Graders. Dissertation Abstracts International, 1977, 37, 4190A.

Investigated the ability of sixth, eighth, and tenth graders to generate both the pronunciation and the spelling of certain English derived words and legal pseudowords given two different conditions of base word presentation.

- 2.1.26 Terry, L. L. The Effects of a General Semantics Language Arts Program on Self Concepts of Third Grade Children. Dissertation Abstracts International, 1977, 37, 4847A.

Concluded that the General Semantics Language Arts program may be used to facilitate improvement in self concept with third graders, and that the program seems to be potentially equally effective with both sexes.

- 2.1.27 Warshaw, M. B. Effects of Differential Teacher Comments on Pupil Performance and Attitude. Dissertation Abstracts International, 1977 37, 6939A.

Examined the effects of different kinds of written teacher comments on the spelling performance and attitude of fifth grade subjects, and the relationship of subjects' motivational level to these variables.

- 2.1.28 Weidner, M. J. A Study of the Effects of Teacher Oral Reading of Children's Literature on the Listening and Reading Achievement of Grade Four Students. Dissertation Abstracts International, 1977, 37, 4849A.  
Amount and frequency of exposure to oral reading of children's literature by the teacher did make a difference in performance in the areas of Listening Total, Listening Vocabulary, and Reading Paragraph ~~Comprehension~~.

- 2.1.29 Weisberg, A. E. Cognitive Strategies and Children's Ability to Make Inferences from Linguistic Information. Dissertation Abstracts International, 1977, 37, 6843A.

Investigated the ability of 4-10 year old subjects to recognize and integrate semantic information from utterances containing the spatial terms "in front of" and "in back of."

2.1.30 Weller, C. H. The Effect of Two Language Training Approaches on Syntactical Skills of Language Deviant Children. Dissertation Abstracts International, 1977, 37, 6413A.

Results showed the Bereiter-Engelmann approach to be more effective than the Marion Blank approach in increasing the use of <sup>e</sup>descriptor and functor words by four children, ages four and five, whose language was deficient in these parts of speech.

Anastasiow, N. J., and Hanes, M. L., 2.5.1;  
See also: <sup>^</sup>Bass, B. M., 1.1.1; Brause, R. S., 2.3.2; Bridges, E. P., 2.4.1; Finnegan, D. E., 5.1.1; Klein, M. L., 2.5.3; Reese, L.L., 5.1.3; Shank, K. S., 5.1.4; and Stever, E. F., 1.1.9.

## 2.2 Secondary

2.2.1 Cooper, M. The Effect of Behavioral Objectives and Tolerance of Ambiguity on Achievement in English Skills. Dissertation Abstracts International, 1976, 37, 2734A.

Found that the use of behavioral objectives had a significant effect on the learning of sentence concepts in English skills; but found no significant interaction between the use of behavioral objectives and tolerance of ambiguity.

See also: Brause, R. S., 2.3.2; Hammond, W. T., Jr., 2.4.2; Loban, W., 2.1.18; and Templeton, W. S., 2.1.25.

## 2.3 College and Adult

2.3.1 Bate, B. A. A Rhetorical Approach to the Nonsexist Language Controversy: An Exploratory Study Using Interviews with Selected University Faculty. Dissertation Abstracts International, 1977, 37, 5436A.

Explored language choices and revealed some possible relationships between language preferences and persons' situations and constructs.

- 2.3.2 Brause, R. S. Developmental Aspects of the Ability to Understand Semantic Ambiguity, with Implications for Teachers. Research in the Teaching of English, Spring 1977, 11, 39-48.

Investigated the ability of adults and children to understand aspects of semantic ambiguity.

- 2.3.3 Buchanan, L. The Gender of Generic Pronouns and Its Effects on Identification and Memory. Dissertation Abstracts International, 1977, 37, 6359A. Attempted to determine the gender attributed to the referents of masculine generic pronouns and what effect the use of masculine generic pronouns has on identification and memory for readers of both sexes.

- 2.3.4 Cole, R. D. Increasing Reading and Test Taking Skills with Hypnosis and Suggestion. Dissertation Abstracts International, 1977, 37, 4859A.

Hypnotic and waking suggestions did not facilitate academic skill learning significantly more than class curriculum alone.

- 2.3.5 Genauer, R. W. Linguistic Sexism and the Relative Status of Males and Females. Dissertation Abstracts International, 1977, 37, 7725A.

Concludes<sup>de</sup> that language seems to reflect adults' socialization rather than to influence it in a gross or short-term manner since group membership variables such as age, sex, and role rigidity had stronger associations with sex biases than whether the subject was presented with standard, non-sexist, or itemized English.

- 2.3.6 Nilsen, A. P., et al. Sexism and Language. Urbana, Illinois: National Council of Teachers of English, 1977.

Includes studies of sexism in children's books and elementary teaching materials, sexism in dictionaries and texts, sexism in the language of literature, sexism in the language of legislatures and courts, etc.

- 2.3.7 Pearson, F. G. Language Facility and Aging. Dissertation Abstracts International, 1977, 37, 5438A.

Revealed that language facility does decrease as a subject's age increases, and that a subject's educational level does not significantly affect his score on the Language Facility Test.

## 2.4 Status Surveys

- 2.4.1 Bridges, E. P. An Analysis of the Linguistic Emphasis in the Teaching of English Grammar in the Elementary Schools of Texas. Dissertation Abstracts International, 1977, 37, 4112A.

Used a descriptive research technique involving a questionnaire survey of language arts supervisors, curriculum directors, and other administrators, followed by a second survey of 875 elementary teachers.

- 2.4.2 Hammond, W. T., Jr. A Study of the Literacy Level of Atlanta Public High School 11th and 12th Grade Students. Dissertation Abstracts International, 1977, 37, 4822A.

Concluded that a significant portion of the Atlanta public high school 11th and 12th grade population apparently cannot successfully and independently perform basic reading and reading related tasks.

## 2.5 Reviews of Research

- 2.5.1 Anastasiow, N. J., and Hanes, M. L. Language Patterns of Poverty Children.

[ Springfield, Illinois: Charles C. Thomas, Publishers, 1976.

Presents language studies conducted with children from minority and lower socioeconomic groups between 1972 and 1976.

- 2.5.2 Graves, D. H. Research for the Classroom: Promising Research Studies: Research Update. Language Arts, April 1977, 54, 453-8.

Reviews trends in the types of research submitted to receive the National Council of Teachers of English Promising Researcher Award.

2.5.3 Klein, M. L. Talk in the Language Arts Classroom. Urbana, Illinois:

National Council of Teachers of English and ERIC/RCS , 1976.

Contains a review of research on the language development of elementary school students.

See also: Dieterich, D. J., 4.5.2; and Dieterich, D. J., 4.5.3.

### 3. Literature, Humanities, and Media

#### 3.1 Preschool and Elementary

3.1.1 Anderson, A. M. Interrupted Versus Uninterrupted Story Reading to

Preschool Children. Dissertation Abstracts International, 1976, 37

2724A.

Found that reading stories to three- and four-year-old children in a manner free from diverting and distracting influences seems to stimulate them to concentrate on and to verbalize more of what was heard and understood.

3.1.2 Applebee, A. N. Children's Construal of Stories and Related Genres as

Measured with Repertory Grid Techniques. Research in the Teaching of

English, Winter 1976, 10, 226-38.

Concludes<sup>d</sup> that analyses of the patterning in children's ratings of stories suggest that the evaluation, simplicity, and realism of the works are the major, superordinate dimensions underlieing their judgments.

3.1.3 Bell, S. H. The Effects of Sociodrama on the Adaptive and Maladaptive

Behaviors of Elementary School Boys. Dissertation Abstracts International,

1977, 37, 4974A.

Sought to determine the effects of sociodrama, encapsulated in Aesop's fables, on three groups of six boys.

3.1.4 Carter, S. M. Interpreting Interests and Reading Interests of Pupils in

Grades One through Three. Dissertation Abstracts International, 1977, 37,

4113A.

Investigated the general interests and the reading interests of primary level pupils, and investigated teacher skills in relation to interest data and children's literature.

- 3.1.5 Favat, F. A. Child and Tale: The Origins of Interest. Urbana, Illinois: National Council of Teachers of English, 1977.

Relates Piagetian concepts to children's reading interests.

- 3.1.6 Gootman, M. E. The Relationship between Dramatic Play and Self-Concept in Middle Class Kindergarten Children. Dissertation Abstracts International, 1977, 37, 4203A.

Data collected provide evidence that, for the young child, dramatic play and self-concept are positively related.

- 3.1.7 Kaiser, M. M. Work Content and Attitudes toward Work in Eighth Grade Literature Anthologies. Dissertation Abstracts International, 1977, 37, 4825A.

Concluded that while all approved eighth grade literature anthologies contain a sufficient number of selections for use in a career education-literature study effort, all would have to be supplemented because of weaknesses in content and attitudes.

- 3.1.8 Link, M. A. S. The Effect of Bibliotherapy in Reducing the Fears of Kindergarten Children. Dissertation Abstracts International, 1977, 37, 6259A.

Involved administering the Link Children's Fear Scale as a pretest and posttest to four intact classes of kindergarten children and using bibliotherapy with one of the four classes.

- 3.1.9 Lucas, R. J. The Effects of Adult-Oriented Advertising on First, Second, and Third Grade Children across Socioeconomic Bounds. Dissertation Abstracts International, 1977, 37, 5422A.

Findings indicated white children understood commercial intent significantly more often than black children and were more skeptical of commercials'

- 3.1.10 Oliver, L. The Reading Interests of Children in the Primary Grades. Elementary School Journal, May 1977, 77, 401-6.

Investigated the effect of three types of characters and settings on the reading interests of first- and third-grade children.

- 3.1.11 Olson, J. B. P. An Interpretive History of the Horn Book Magazine, 1924-1973. Dissertation Abstracts International, 1976, 37, 2875A.

Analyzes Horn Book policy and practice and explores attitudes and convictions of editors and writers who determined the magazine's content.

- 3.1.12 Tanner, L. R. Sex Bias in Children's Response to Literature. Language Arts, January 1977, 54, 48-50.

A study, involving 56 boys and 41 girls, in which females gave considerably more positive evaluations to stories written by men than any of the other three groups (males evaluating male authors, males evaluating female authors, and females evaluating female authors).

- 3.1.13 Wolf, J. S. The Effect of Modeling on Reading Selections of Gifted and Non-Gifted Students. Dissertation Abstracts International, 1976, 37, 2791A.

Demonstrated that modeling procedures could be carried out easily within the parameters of a regular classroom environment without the need for major modification in the daily program or in the physical environment.

- 3.1.14 Wood, T. L. A Comparison of Values Found in Preschool and Primary-Aged Children's Books and Values Held by Adults. Dissertation Abstracts International, 1977, 37, 5593A.

Identified the value system expressed in the content of children's books; compared this value system with the value system held by adults; and evaluated the shifts that occurred within the value system found in a random sample of picture books published during 1960, 1964, and 1968.

See also: Monson, D. L., and Peltola, B. J., 3.5.1; Moskowitz, A., 4.1.4; Rubin, A. M., 3.2.10; and Sandberg, B. R., 3.2.11.

### 3.2 Secondary

- 3.2.1 Blevins, V. B. Teaching a Contemporary Author to Late Adolescents: The Novels of Jack Matthews. Dissertation Abstracts International, 1977, 37, 4814A.

An identification of the concerns of late adolescents, an exploration of the function of biography in examining an author's writing, an investigation of aesthetic theory, and a brief historical overview of the American novel.

- 3.2.2 Guthrie, C. S. A Study of Kentucky Folklore As a Resource for High School English Programs of the State. Dissertation Abstracts International, 1977, 37, 5978A.

Involved compiling an anthology of Kentucky folklore suitable for use in phase-elective high school English programs, investigating the attitudes of teachers toward such an anthology, determining the current use of folklore in Kentucky high school English programs, and<sup>#</sup> investigating the training in folklore of teachers currently offering folklore in high schools.

- 3.2.3 Jones, C. V. Educational Theatre: Form and Facility for the Secondary School. Dissertation Abstracts International, 1977, 37, 3988A.

Used the Delphic technique to arrive at physical standards indicated by the program definition and used the program definition in considering the physical requisites of the proscenium, thrust, and arena staging types.

- 3.2.4 Kiah, R. B. A Content Analysis of Children's Contemporary Realistic Fiction about Black People in the United States to Determine If and How a Sampling of These Stories Portray Selected Salient Shared Experiences of Black People. Dissertation Abstracts International, 1977, 37, 7381A.

Investigated whether contemporary realistic fiction provides a source where Black teenagers may see themselves as unique individuals in terms of selected salient experiences shared by Black people in the United States and where a non-Black child might gain insight into the implications of these selected experiences.

- 3.2.5 Lucking, R. A. A Study of the Effects of a Hierarchically-Ordered Questioning Technique on Adolescents' Responses to Short Stories. Research in the Teaching of English, Winter 1976, 10, 269-76.

Data clearly suggested that the nature of teachers' questions has a significant impact on the manner in which their students respond to literature.

- 3.2.6 Michalak, D. A. The Effect of Instruction in Literature on High School Students' Preferred Way of Responding to Literature. Dissertation Abstracts International, 1977, 37, 4829A.

|| Attempted to determine whether four secondary English teachers  
|| [influenced their students' preferred way of responding to literature.

- 3.2.7 Odell, L., and Cooper, C. R. Describing Responses to Works of Fiction. Research in the Teaching of English, Winter 1976, 10, 203-25.

Presents a technique for analyzing the processes by which a written response is formulated and uses it to describe one student's response to three novels.

- 3.2.8 Petrosky, A. R. The Effects of Reality Perception and Fantasy on Response to Literature: Two Case Studies. Research in the Teaching of English, Winter 1976, 10, 239-58.

Examined the ways in which the perception of reality and fantasy in an individual affects that individual's response to fiction and poetry.

- 3.2.9 Petrosky, A. R. Genetic Epistemology and Psychoanalytic Ego Psychology: Clinical Support for the Study of Response to Literature. Research in the Teaching of English, Spring 1977, 11, 28-38.

(2) Examined the period of adolescence in terms of Piagetian genetic epistemology and psychoanalytic ego psychology in order to draw from these fields pertinent implications for research in response to literature.

- 3.2.10 Rubin, A. M. A Developmental Examination of the Uses of Television by Children and Adolescents. Dissertation Abstracts International, 1977, 37, 6126A.

Found negative relationships between age and: television exposure, intensity of attachment to television, perceived reality of television content, and identification with the viewing motivations.

- 3.2.11 Sandberg, B. R. The Dual Schooling Systems: Televiewing and Formal Schooling. Dissertation Abstracts International, 1977, 37, 4244A. Sought to determine the relationship of televiewing time with sixth to eleventh grade students' IQ, SES, and out-of-school activities.

- 3.2.12 Severin, Sr. M. S. Applying a Schema for Studying the Instructive Techniques Employed by Authors of Four Novels for Adolescents. Dissertation Abstracts International, 1977, 37, 5022A.

Findings indicate that the authors incorporate teaching in their fiction by creating situations in which exemplary young protagonists act out solutions to problems and exhibit virtue which is rewarded.

- 3.2.13 Walker, V. D. The Effect of Cognitive Complexity, Interaction Style and Liking on Adolescents' Impression Complexity of Characters in a Film. Dissertation Abstracts International, 1977, 37, 3986A.

Examined four variables which affect adolescents' perceptions of character: a task variable involving liked, neutral, and disliked characters; cognitive complexity; active interaction style; and friendly interaction style.

See also: Barry, R. V., 3.4.1; Beach, R., and Brunetti, G., 3.3.1;  
Kennedy, R. G., 3.4.3; Manna, A. L., 4.2.5; McGreal, S. S., 4.2.7;  
and Petroskey, A., 3.5.2.

### 3.3 College and Adult

(R.)  
3.3.1 Beach<sup>^</sup> and Brunetti, G. Differences between High School and University  
Students in Their Conceptions of Literary Characters. Research in the  
Teaching of English, Winter 1976, 10, 259-68

Attempted to determine how students view literary characters and whether  
this view changes as students grow older.

3.3.2 Blumoff, T. Y. Popular Fiction and the Creation of a Cold War Consensus,  
1943-1952. Dissertation Abstracts International, 1977, 37, 7821A.

Demonstrated that popular culture tends to reinforce the values deemed  
most important by the nation's political leaders.

3.3.3 Wainer, H., and Schofer, P. Measuring the Effects of a Liberal Arts  
Education on the Perception of Poetry. American Educational Research  
Journal, Spring 1977, 14, 125-35.

Attempted to determine whether education has any effect on students'  
ability to read poetry and perceive how it is written.

See also: Rains, D. O., 3.4.4.

### 3.4 Status Surveys

3.4.1 Barry, R. V. Media Use in Nationally Selected High School Programs:  
A Questionnaire Survey of Secondary School Principals, English  
Department Chairmen, and English Teachers. Dissertation Abstracts  
International, 1977, 37, 7482A.

A status survey of media usage in selected high school English  
programs which concluded that, although a majority of chairmen and  
teachers currently advocate a "back to basics" approach, they do not  
consider the basic educational needs of students as encompassing media.

- 3.4.2 Graff, H. J. Literacy and Social Structure in the Nineteenth-Century City. Dissertation Abstracts International, 1976, 37, 2684A.

A quantitative examination of literates and illiterates in three Ontario cities which revealed that social stratification and inequality were primarily tied to ascribed social characteristics, such as ethnicity, age, sex, and race.

- 3.4.3 Kennedy, R. G. A Study of Afro-American Literature Courses and Teachers in the Secondary Schools of North Carolina. Dissertation Abstracts International, 1977, 37, 4825A.

Whether or not a school had Afro-American literature courses did not appear to be related to the grade organization of the school, the size of the school's black student enrollment, or the size of the school's overall enrollment, but instead related to the individual educators in the school.

- 3.4.4 Rains, D. O. A Study of Educational Theater Programs in Ten Selected Small Liberal Arts Colleges in South Carolina. Dissertation Abstracts International, 1976, 37, 2507A.

A record of the theater programs from their beginnings through 1973 and an interpretation of the data, with conclusions drawn therefrom.

- 3.4.5 Sarason, K. R. A Comparative History of the Development of Improvisation in the Teaching of English in the United States and in the United Kingdom from 1910-1975. Dissertation Abstracts International, 1977, 37, 5734A.

Pivotal writers on improvisation in England and in the United States were identified, their goals and practices analyzed, and comparisons and contrasts between the two groups noted.

### 3.5 Reviews of Research

#### 3.5.1 Monson, D. L., and Peltola, B. J. Research in Children's Literature:

An Annotated Bibliography. Newark, Delaware: International Reading Association, 1976.

Includes 332 studies, and annotates 177 of these.

#### 3.5.2 Petroskey, A. Research Roundup: Beach, R. Film and Television Research.

English Journal, March 1977, 66, 90-93.

A review of research on response to film, film and television interests, and content analysis of film and television, with implications for teaching.

See also: Dieterich, D. J., 4.5.2; and Dieterich, D. J., 4.5.3.

### 4. Teacher Education

#### 4.1 Preschool and Elementary

##### 4.1.1 Brucker, B. W., Jr. Teacher Preparation in Elementary School Language

Arts: The Development of a Modular Approach. Dissertation Abstracts International, 1977, 37, 4294A.

Developed and field tested modules on creativity, creative writing, listening, handwriting, and spelling designed to prepare pre-service students to teach elementary school language arts.

##### 4.1.2 Cogan, J. J., and Anderson, D. H. Teachers' Professional Reading Habits.

Language Arts, March 1977, 54, 254-8, 271.

A descriptive study of professional periodicals most commonly read by a sample of Minnesota elementary school teachers.

##### 4.1.3 Doemelt, M. J. A Study of the Selected Reactions of Language Arts Teachers toward Suggestions for Individualizing Instruction. Dissertation Abstracts International, 1976, 37, 2620A.

Attempted to determine whether recommendations of university professors for individualized instructional strategies are more often judged acceptable by elementary teachers than are those of public school

4.1.4 Moskowitz, A. The Relationship between the Teachers' Educational

Preparation in Children's Literature and the Time Devoted to Children's Literature in Their Classrooms. Dissertation Abstracts International, 1977, 37, 4844A.

Revealed that <sup>(not much)</sup> ~~little~~ children's literature is taught on the elementary level and that those teachers who are teaching literature are themselves readers of children's books.

4.1.5 Robinson, E. H., III. Students' Perceptions of Teachers' Abilities to

Provide Certain Facilitative Conditions and Their Relationship to Language Arts Achievement Gains. Dissertation Abstracts International, 1977, 37, 4144A.

Attempted to determine whether students who perceived their teachers as more effectively providing the core facilitative conditions achieved greater gains in language arts than students who perceived their teachers as being less facilitative.

4.1.6 Romanoff, M. R. The Initial Teaching Behaviors of Student Teachers in a CBTE Program in the Language Arts. Dissertation Abstracts International, 1976, 37, 2611A.

Attempted to determine the extent to which the objectives of the language arts and reading module at the University of Toledo were implemented by student teachers in the classroom.

4.1.7 Underwood, G. N. Teacher, What Do You Think You Are Doing? A paper presented at the annual meeting of the National Council of Teachers of English, November 1974, ED 128 833.

Interviews with Arkansas fourth, fifth, and sixth graders revealed a blatant contradiction between the objectives of the language arts curricula and the children's opinions about the appropriateness of their language.

See also: Boehnlein, M.M., and Ritty, J. M. 4.5.1; McGreal, S. S., 4.2.7;  
and Mize, M. A. , 4.2.9.

#### 4.2 Secondary

4.2.1 Aronson, E. A Dramatistic Analysis of Language in the High School English Classroom. Dissertation Abstracts International, 1977, 37, 4259A.

An analysis of the language used and of the classroom interaction in four secondary English classes, focusing primarily on the teachers' language.

4.2.2 Cook, D. L. L. A Comparison of the Content of English Methods Courses with the Needs of Beginning Secondary School English Teachers. Dissertation Abstracts International, 1977, 37, 4816A.

Attempted to determine how the English methods course was taught in Maryland colleges and to evaluate its effectiveness in preparing English majors for their first years of teaching in Maryland secondary schools.

4.2.3 Fitzpatrick, J. L. The Effects of a Self-Evaluation Model on the Classroom Verbal Behavior of Eight Secondary English Teachers. Dissertation Abstracts International, 1976, 37, 2600A.

Demonstrates the effectiveness of a system that employs the videotaping of instruction and an empirically derived objective evaluation instrument to measure that instruction.

4.2.4 Hancock, J. W. Changing the Role of the High School Student in the English Classroom. Dissertation Abstracts International, 1977, 37, 6243A.

Demonstrated that a majority of typical grade 9 and grade 10 high-school students could learn to assume an active role in the English classroom.

4.2.5 Manna, A. L. An Exploration of a Stage-Centered Method of Teaching Dramatic Literature with a Group of Prospective Secondary School Teachers of English. Dissertation Abstracts International, 1977, 37, 7667A.

Described a literary/theatrical approach to reading a play, translated

that approach into a classroom method appropriate to secondary school instruction, and presented this method to a group of prospective teachers to determine whether a stage-centered approach would be practical among classroom teachers.

- 4.2.6 McCaleb, J. L. Effects of Selected Variables in an English Education Program upon the Language Attitudes of Preservice Teachers. Dissertation Abstracts International, 1976, 37, 2798A.

Involved the design of a model for developing linguistically-oriented attitudes in preservice teachers and the suggestion of the effect of certain components of the model upon language attitudes.

- 4.2.7 McGreal, S. S. Teacher Questioning Behavior During Classroom Discussions of Short Stories. Dissertation Abstracts International, 1976, 37, 2798A. Describes the response patterns of individual teachers and of the students of these teachers as expressed by their responses to a Response Preference Questionnaire.

- 4.2.8 Mead, M. S. An Examination of Attitudes toward Current Secondary School English Programs in Greater Boston. Dissertation Abstracts International, 1977, 37, 4828A.

A survey of recent high school graduates, English faculty and administrators, educators in nonteaching fields, university and college professors of English and teachers in post-secondary schools, management of companies employing high school graduates, and parents of students and recent graduates.

- 4.2.9 Mize, M. A. A Study of Prospective Teachers' Knowledge of Specific Dictionary Facts and Skills and the Relationship between This Knowledge and Academic Achievement. Dissertation Abstracts International, 1977, 37, 7701A.

Sought to provide information concerning the extent to which certain prospective teachers know how to use dictionary skills of location, spelling, pronunciation, meaning, and facts concerning the history and structure of the dictionary.

- 4.2.10 Moore, C. A. Evaluation of the Pre-Service Secondary English Education Program at the University of Georgia. Dissertation Abstracts International, 1977, 37, 7702A.

Results indicated that the field center program makes a significant contribution to the performance of the teacher candidates and that the teacher candidates rate the program favorably.

See also: Infantino, R. L., 5.2.1; and Piche, G. L., 4.4.2.

#### 4.3 College and Adult

- 4.3.1 Brooks, P. A. H. A Study of the Relationship between Four Selected Student Attribute Variables and Academic Success in a Performance-Based English Program at a Private Liberal Arts College. Dissertation Abstracts International, 1977, 37, 7028A.

Found that in general students responded negatively to the performance based program and its administration, and concluded that the program was most effective for female students who had already mastered a substantial amount of the content to be taught.

- 4.3.2 Featherstone, J. S. Possible Correlations between Attitude toward the Course, College Adjustment, and Course Grade of ATL 101A and 101B Students in the Comprehensive English Program at Michigan State University during the Fall Terms, 1972 and 1974. Dissertation Abstracts International, 1977 37, 7562A.

- 4.3.3 Lynch, R. M. Junior College Instructors Do Need Special Training. College Composition and Communication, May 1977, 28, 179-80.

Discusses the implications for teacher training of the findings of a study of junior college freshman English programs in Illinois.

- 4.3.4 Scally, J. Average Salaries in Nationally Rated Graduate English ~~Programs~~ <sup>Department</sup> 1972-76. ADE Bulletin, May 1977, 53, 13-19.

4.3.5 Worth, G. J., and Scally, J. 1976-77 Average Salaries in Nationally Rated Graduate English Departments. ADE Bulletin, May 1977, 53, 12-13.

See also: Carey, S. F., 6.2.3; and Culver, C. D., Jr., 4.4.1.

#### 4.4 Status Surveys

4.4.1 Culver, C.D. , Jr. The Professional Problems of the Teachers of English in the Two-Year College. Dissertation Abstracts International, 1976, 37, 2592A.

A descriptive analysis of those professional problems which deter teacher effectiveness and an attempt to determine the conditions which prevail in the profession at the present time in light of these findings.

4.4.2 Piche, G. L. Class and Culture in the Development of the High School English Curriculum, 1880-1900. Research in the Teaching of English, Spring 1977, 11, 17-27.

Discusses the conflicting social forces which shaped the English curriculum in the late nineteenth century.

#### 4.5 Reviews of Research

4.5.1 Boehnlein, M. M., and Ritty, J. M. Integration of the Communication Arts Curriculum: A Review. Language Arts, April 1977, 54, 372-7.

A review of research and informed opinion on the integration of the language arts curriculum.

4.5.2 Dieterich, D. J. Annotated Bibliography of Research in the Teaching of English: January 1, 1976 to June 30, 1976. Research in the Teaching of English, Winter 1976, 10, 278-93, ED 133 771.

4.5.3 Dieterich, D. J. Annotated Bibliography of Research in the Teaching of English: July 1, 1976 to December 31, 1976. Research in the Teaching of English, Spring 1977, 11, 77-91, ED 132 581.

4.5.4 Kifer, E. The Relationship between the Home and School in Influencing  
28 the Learning of Children. Research in the Teaching of English, Spring

1977, 11, 5-16.

A review of research on the relative influences of the home and school on the learning of the young, with suggestions for directions of future research in this field.

## 5. Testing and Evaluation

### 5.1 Preschool and Elementary

5.1.1 Finnegan, D. E. Receptive Phoneme Sequencing Knowledge of Kindergarten and Elementary School Age Children. Dissertation Abstracts International, 1977, 37, 4922A.

Devised a testing instrument, the Experimental Phoneme Sequence Test, that could be used to collect baseline information for studying receptive knowledge of phoneme sequencing in normal articulating kindergarten and elementary school age children.

5.1.2 McCaig, R. A. What Your Director of Instruction Needs to Know about Standardized English Tests. Language Arts, May 1977, 54, 491-5.

A comparative study of students' scores in mechanics and usage on standardized tests and ratings of actual writing samples.

5.1.3 Reese, L. L. A Study to Determine the Construct Validity of the Grammatic Closure Subtest as a Measure of Language Ability Using Signal Detection Theory. Dissertation Abstracts International, 1977, 37, 5711A.

Determined the construct validity of the Grammatic Closure subtest of the ITPA as a measure of language ability.

5.1.4 Shank, K. S. Training Pre-Service Teachers in Use of Standardized Language Arts Achievement Test: An Experimental Project. Dissertation Abstracts International, 1977, 37, 6426A.

Process consultation and training were found to have affected objectively measurable knowledge of standardized achievement tests, attitudes, and activities.

See also: Genishi, C., and Chambers, R., 1.1.3.

## 5.2 Secondary

5.2.1 Infantino, R. L. Testing and Accountability: A Survey of the Knowledge and Attitudes of New York State Secondary School English Teachers.

Dissertation Abstracts International, 1977, 37, 5453A.

Described the knowledge and attitudes of secondary school English teachers toward the uses of externally prepared examinations, including standardized tests and statewide Regents examinations, and toward the effect of accountability programs.

See also: Allen, C. L., 6.2.1; and Metzger, E., 5.3.5.

## 5.3 College and Adult

5.3.1 Davidson, D. M. Development and Validation of a Diagnostic Examination of Ability to Subordinate in Writing for ESL College Students.

Dissertation Abstracts International, 1977, 37, 5790A.

Developed and validated a diagnostic and screening instrument to measure the ability of non-native speakers entering college to control certain structures of subordination in written composition to facilitate their placement in appropriate English courses.

5.3.2 Duncan, W. N. The Student Use of English Examination at North Texas State University: 1944-1976. Dissertation Abstracts International, 1977, 37, 6972A.

Assembled all extant historical documents concerning the Student Use of English examination at North Texas State University, determined a criterion for failing examinations, and recorded evaluative responses from 600 former and current writers of the examination.

5.3.3 Hisama, K. K. W. Design and Empirical Validation of the Cloze Procedure for Measuring Language Proficiency of Non-Native Speakers. Dissertation Abstracts International, 1977, 37, 5766A.

Involved the design and validation of a new version of the cloze procedure,

The New Cloze Test, as a placement test for a group of foreign students.

- 5.3.4 Johnson, N. W. The Uses of Grammatical and Rhetorical Norms, Pedagogical Strategies, and Statistical Methods in Designing and Validating a Composition Placement Instrument. Dissertation Abstracts International 1977, 37, 7111A.

Involved the design of a placement test for a two-year college. Follow-up studies indicated that the test has proven to be a valid and valuable instrument.

- 5.3.5 Metzger, E. An Instrument for Describing Written Products. 1976, ED 133 749.

Designed for use by teachers and researchers at the secondary and college levels.

- 5.3.6 Noreen, R. G. Placement Procedures for Freshman Composition: A Survey. College Composition and Communication, May 1977, 28, 141-44.

A survey of 100 community colleges and 100 four-year colleges or universities made in October 1975 to discover successful procedures for screening and placing students in freshman composition classes.

- 5.3.7 Singleton, D. J. The Reliability of Ratings on the Essay Portion of the Language Skills Examination. Dissertation Abstracts International, 1977, 37, 7710A.

Results indicated that the essays written on the Language Skills Examination are being reliably scored for the intended purposes of the test and that error was reduced by having trained raters concentrate on global ratings and by including multiple ratings in the final score.

## 5.5 Reviews of Research

See: Dieterich, D. J., 4.5.2; and Dieterich, D. J., 4.5.3.

## 6. Written and Oral Communication

### 6.1 Preschool and Elementary

- 6.1.1 Glynn, E. L., et al. Towards Self-Management of Generative Writing in the Special Class. Exceptional Child, March 1976, 23, 31-45.

A two-year project involved the application of behavior analysis procedures to modify the attentional behavior, reading behavior, and writing behavior of nine children between seven and nine years old whose IQs ranged from 66 to 74.

- 6.1.2 Levine, S. S. The Effect of Transformational Sentence-Combining Exercises on the Reading Comprehension and Written Composition of <sup>A</sup>Third-Grade Children. Dissertation Abstracts International, 1977, 37, 6431A.

Concluded that transformational sentence-combining exercises have a decided positive effect upon written composition and reading comprehension and that they develop the ability to deal with units of discourse larger than sentences.

- 6.1.3 Perron, J. D. The Impact of Mode on Written Syntactic Complexity: Part III--Fifth Grade. Report No. 27. Athens: University of Georgia, Department of Language Education, October 1976, ED 128 827.

Significant differences were found among writing samples representing argumentation, exposition, narration, and description. (Parts I and II are ED 126 511 and ED 126 531.)

- 6.1.4 Torian, C. L. An Evaluation of the Development of a More Positive Self-Image in Middle School-Aged Children through a Particular Creative Writing Program. Dissertation Abstracts International, 1977, 37, 7593A.

Concluded that children have a strong affinity for the poetic form of creative writing and that the development of a more positive self-image in children can be achieved through the creative writing program developed in this study.

See also: Cohen, E. L., 2.1.4; Granowsky, S. A., 2.1.13; Koch, S. J., 6.2.4; McCaig, R. A., 5.1.2; and Metzger, E., 6.2.6.

## 6.2 Secondary

6.2.1 Allen, C. L. A Study of the Effect of Selected Mechanical Errors on Teachers' Evaluation of the Non-Mechanical Aspects of Students' Writing. Dissertation Abstracts International, 1977, 37, 5554A.

6.2.2 Bossone, R. M., and Troyka, L. Q. A Strategy for Coping with High School and College Remedial English Problems. City University of New York, New York Graduate School and University Center, 1976, ED 130 268.

A comparison of an experimental approach to remedial writing instruction with other teaching methods in common use in New York City.

6.2.3 Carey, S. F. Exploration of Prospective English Teachers' Values and Attitudes As They Relate to the Process and Product of Composition. Dissertation Abstracts International, 1977, 37, 6415A.

Found that teacher candidates ranged in attitude from middle of the road to quite liberal in their approach to the teaching of composition as measured by the Attitude and Knowledge in Written Composition test.

6.2.4 Koch, S. J. The Interests and Concerns of Adolescents, Grades Seven through Twelve, As Expressed<sup>d</sup> in Their Written Composition. Dissertation Abstracts International, 1977, 37, 7729A.

Among the conclusions: that boys appear to be interested in writing to a much more diverse audience about a much wider variety of subjects than girls; that both boys and girls show interest in writing to deal with experience and feelings as a means of understanding them better; and that both are interested in addressing their writing to peers.

- 6.2.5 Main, C. D. Modifying Teacher and Student Expectancies: Effects of Training Problem High School Students in Communication Skills.

Dissertation Abstracts International, 1976, 37, 2639A.

Only two null hypotheses were rejected, an occurrence that is no better than chance when the .05 level of significance has been designated for the rejection of any one of 34 null hypotheses.

- 6.2.6 Metzger, E. The Composing Process of Students in Grade 7, Grade 10, and College. Paper presented at the annual meeting of the New York State English Council, October 1976, ED 132 589.

Case studies of the composing processes of three students to determine whether they used eight stages of the writing process.

- 6.2.7 Pettersson, A., and Lindell, E. Writing Practice in Upper Secondary School (STIG). Stockholm: National Swedish Board of Education, June 1976, ED 128 825.

A progress report describing a Swedish project which is seeking to develop and test materials for writing practice. Experimental materials give students practice in the formation of more advanced sentence constructions.

- 6.2.8 Schuster, E. H. Forward to Basics Through Sentence-Combining. Paper presented at the annual meeting of the Pennsylvania Council of Teachers of English, October 1976, ED 133 774.

Found that sentence-combining had beneficial effects on general writing competence, spelling, self-confidence, and syntactic maturity.

- 6.2.9 Wilson, R. L. The Effects of First- and Secondhand Sensory Experiences on Student Perception As Measured in Written Composition. Dissertation Abstracts International, 1977, 37, 7526A.

Practice in writing enabled students in the treatment groups to write more descriptively, but high school students' perceptions of sensory stimuli are not enhanced by firsthand sensory experience as measured by the degrees of descriptiveness and interest of their writing.

See also: Larson, R. L., 6.5.1.

### 6.3 College and Adult

- 6.3.1 Applebee, R., et al. Report on the Status of Student Writing in the College. A Report of the Committee on the Use of English. Urbana, Illinois: University of Illinois, College of Liberal Arts and Sciences, 1976, ED 133 772.

Involved a questionnaire survey of the faculty of the college and of a random sample of senior students.

- 6.3.2 Book, <sup>V</sup>~~W~~<sub>A</sub> Some Effects of Apprehension on Writing Performance. A paper presented at the annual meeting of the American Business Communication Association, December 1976, ED 132 595.

Results supported the prediction that written messages produced by college students having a low degree of apprehension toward writing would differ significantly (in structure, language use, and amount of information conveyed) from those by students of high apprehension.

- 6.3.3 Bryant, A. J. G. An Analysis of Selected Instructional Approaches Used in the Teaching of Freshman Composition Classes to Determine the Effectiveness in Improving Students' Writing. Dissertation Abstracts International, 1977, 37, 6236A.

Identified, analyzed, and compared selected instructional approaches being used in teaching freshman composition courses at a large Florida State university in order to determine the relationship of these approaches to students' proficiency in writing.

- 6.3.4 Campbell, D. B. A Study of Two Methods of Teaching English in a Community College Setting. Dissertation Abstracts International, 1977, 37, 4808A.

Investigated differences between two methods of teaching English in a community college--one method emphasizing reading/writing skills and one emphasizing writing skills.

- 6.3.5 Campbell, M. L. M. An Investigation of the Relationship between Secondary Generative and Receptive Communication Skills at the College Freshman Level. Dissertation Abstracts International, 1977, 37, 5655A.

Explored the relationship between the secondary generative and receptive language skills of writing and reading required of college<sup>e</sup> freshmen in a predominantly black private university.

- 6.3.6 Chisholm, W. Degrees of Syntactic and Rhetorical Fluency--Competency in Freshman Writing: A Computer-Assisted Study. A paper presented at the annual meeting of the Midwest Modern Language Association, November 1976, ED 132 568.

An exploratory study of quantitative measurement of syntactic and rhetorical fluency, which examined student writing at the beginning and end of a freshman English program.

- 6.3.7 Dreussi, R. M. E. A Study of the Effects of Expressive Writing on Student Attitudes and Exposition. Dissertation Abstracts International, 1976, 37, 2806A.

Found that the attitudes of students who had done free, ungraded writing improved significantly with regard to writing; their papers also received higher ratings than those of students in a control group with respect to overall writing ability and specific writing attributes.

- 6.3.8 Duncan, W. L. The Educational Implications for Institutions of Higher-<sup>c</sup> Adult Education of a Study of Twenty Women Creatives in the Field of Literature. Dissertation Abstracts International, 1976, 37, 2663A. Attempted to determine the influences of marriage, child-bearing, child-rearing, and the cultural role influence of being a woman on their creative productivity.

- 6.3.9 Fritts, M. F. H. The Effects of Individual Teacher Conferences on the Writing Achievement and Self-Concept of Developmental Junior College Students. Dissertation Abstracts International, 1977, 37, 4185A.

Attempted to determine if developmental junior college students' self-concepts <sup>(and)</sup> their overall achievement in composition could be increased by the use of individual teacher-student conference sessions.

- 6.3.10 Gates, A. F. A Study of the Effects of Work Undertaken in an Independent Learning Center by Marginal Students at Marshalltown Community College. Dissertation Abstracts International, 1977, 37, 7002A.

Students who worked in the Learning Center, where they received individualized instruction in reading, writing, and study skills, were significantly more successful as college students than their counterparts in the control group.

- 6.3.11 Gebhard, A. O. The Relationship of Writing Quality to Syntax: A Transformational Analysis of Three Prose Samples. Dissertation Abstracts International, 1977, 37, 6852A.

Assessed whether syntactic structures utilized in freshman expository writing rated "good" differed from those in freshman exposition rated "poor."

- 6.3.12 Hayes, L. H. Evaluating the Impact and Efficacy of Classroom Learning by the Use of Daily Logs. Dissertation Abstracts International, 1976, 37, 2667A.

Evidence indicated that students did not think log keeping was either educationally or personally valuable.

- 6.3.13 Jacobs, S. E., and Karliner, A. B. Helping Writers to Think: The Effect of Speech Roles in Individual Conferences on the Quality of Thought in Student Writing. College English, January 1977, 38, 489-505.

Case studies of conferences with two student writers.

- 6.3.14 Lamberg, W. J. Major Problems in Doing Academic Writing. College Composition and Communication, February 1977, 28, 26-9.

An attempt, over a three year period, to identify major process-related problems encountered by students attending the Reading and Learning Skills Center of the University of Michigan while doing academic writing.

- 6.3.15 Loritsch, R. H. A Comparative Study of Traditional and Self-Paced Methods of Teaching Freshmen English Composition at the Northern Virginia Community College. Dissertation Abstracts International, 1977, 37, 5634A.

Students improved significantly in writing skills after one quarter of instruction, and both self-paced and traditional methods are effective ways of teaching freshman composition; however, the traditional students outperformed the self-paced students in the area of development.

- 6.3.16 Malmquist, E., and Grundin, H. Reading, Writing and Other Communication Skills among Adults. Stockholm: National Swedish Board of Education, September 1976, ED 128 828.

Data revealed that, although many adults' reading and writing skill levels improved between the age at which they left school and the age of 35, prolonged schooling during adolescence led to even greater abilities.

- 6.3.17 Odham, E. W. Write It from This Angle: An Individualized Approach to Report Writing Skills. Dissertation Abstracts International, 1977, 37, 7495A.

Presented a rationale for a self-study guide in technical report writing for students in the community college, and developed such a guide.

- 6.3.18 Sherwood, R. I. A Survey of Undergraduate Reading and Writing Needs.

College Composition and Communication, May 1977, 28, 145-9.

~~Describes~~ <sup>Two</sup> surveys (of business and professional groups and of faculty teaching University of Wisconsin--Milwaukee undergraduates) to determine students' educational needs.

- 6.3.19 Stiles, E. E. R. A Case Study of Remedial Writers in Selected Two-Year Colleges in East Tennessee. Dissertation Abstracts International, 1977, 37, 7004A.

Concludes <sup>de</sup> that writing disability at the two-year college level is the result of a myriad of causes which extend backward at least into the early school years and may even predate formal schooling. It is visionary to assume that such gross deficiencies can be corrected in one term or even one year.

- 6.3.20 Thomas, F. L. The Extent of the Relationship between Reading Achievement and Writing Achievement among College Freshmen. Dissertation Abstracts International, 1977, 37, 6320A.

Concluded that students' ability to read is only negligibly related to their ability to write and that the amount of reading students do and the kinds of materials they read are only slightly related to writing achievement.

- 6.3.21 Thweatt, N. E. F. Two Methods of Teaching Communication Skills to Graduate Level Students in Counseling and Guidance. Dissertation Abstracts International 1977, 37, 4877A.

Concluded that specific training does increase communication skills, but that there was no significant difference between the group which used videotape equipment and the group which did not.

- 6.3.22 Yanoff, S. G. A Study to Investigate the Relationship between Speech Proficiency and Self-Concept. Dissertation Abstracts International, 1977, 37, 4172A.

Concluded there is a definite, but not significant, relationship between self-concept and speech proficiency of college students.

- 6.3.23 Zoller, P. T. Composition and the Computer. 1975, ED 127 611.

Describes the experimental use of twelve grammar and syntax computer programs in a remedial English course with fifteen students.

See also: Culver, C. D., Jr., 4.4.1; Davidson, D. M., 5.3.1; Duncan, W. N., 5.3.2; Hendrickson, J. M., 1.3.3; Johnson, N. W., 5.3.4; Larson, R. L., 6.5.1; Lynch, R. M., 4.3.3; Merrill, C., 1.3.5; Metzger, E., 6.2.6; Noreen, R. G., 5.3.6; Singleton, D. J., 5.3.7; and Tate, G., editor, 6.5.2.

#### 6.4 Status Surveys

See: Sherwood, R. I., 6.3.18.

#### 6.5 Reviews of Research

- 6.5.1 Larson, R. L. Selected Bibliography of Research and Writing about the Teaching of Composition, 1976. College Composition and Communication, May 1977, 28, 181-93.

- 6.5.2 Tate, G., editor. Teaching Composition: 10 Bibliographical Essays.

Fort Worth, Texas: Texas Christian University Press, 1976.

Extensive bibliographic essays on such topics as invention, structure and form in nonfiction prose, approaches to the study of style, modes of discourse, basic writing, and dialects and composition.

See also: Dieterich, D. J., 4.5.2; and Dieterich, D. J., 4.5.3.